

006.37 Journalism and ~~Mass Communications~~ Media Education

006.37A Grade Levels: 7-12

006.37B Endorsement Type: ~~Subject~~ Supplemental

006.37C Persons with this endorsement may teach journalism writing and production courses, and direct student efforts in curricular and co-curricular ~~mass~~ media intended for public consumption.

006.37D Certification Endorsement Requirements: This endorsement shall require a minimum of ~~30~~ 18 semester hours in journalism and ~~mass communications~~ digital literacies.

006.37E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institutions utilizes to grant credit toward completion of this endorsement.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR INCLUSION AS PART
OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide Journalism and Media Education teacher candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Journalism Education Association Standards for Journalism Educators (2012).

Standard 1. Candidates demonstrate knowledge of journalism and media principles and history.

Element 1. Candidates understand the history and evolution of media as well as the functions, limitations and influences of media in society.

Element 2. Candidates demonstrate knowledge of legal and ethical issues as they apply to scholastic media, including First Amendment-related rights and responsibilities.

Element 3. Candidates understand the value of news for today's media consumers.

Standard 2. Candidates demonstrate knowledge of communication theory and practice in the context of journalism and media production.

Element 1. Candidates demonstrate understanding of the writing process as it relates to journalism to include brainstorming, questioning, reporting, gathering and synthesizing information, writing, editing, and evaluating the final multimedia product.

Element 2. Candidates promote students' understanding of audience and the importance of matching language use, angle, and style with the writer's intended audience.

Element 3. Candidates demonstrate skill in a variety of forms of journalistic writing, including news, features, opinion and their appropriate style.

Element 4. Candidates understand the value of using audio, video, and still photography to tell stories in compelling ways and package multimedia products effectively using various forms of journalistic design and methods.

Standard 3. Candidates demonstrate knowledge of theories of learning and human behavior, and the impact of students' individual differences, identities, and experiences on their learning and on their perceptions of the world.

Element 1. Candidates understand the interrelationship and concurrent development of various communication skills.

Element 2. Candidates understand the conditions that enhance the development of life-long learning

Element 3. Candidates understand the influence of students' backgrounds, attitude, interests and expectations on their communication skills, on the ways they learn, and on the ways they use media and communicate.

Element 4. Candidates plan instruction and assessment that accommodates a wide range of learners with different learning needs and experiences, create environments that support respectful approaches to individual differences, and encourage publication staff diversity.

Standard 4. Candidates create classrooms that encourage student engagement, autonomy, and collaboration.

Element 1. Candidates create media-rich atmospheres for students to learn both collaboratively and individually.

Element 2. Candidates use questioning to show understanding, help students articulate their ideas and thinking processes, promote risk-taking and problem-solving, facilitate recall of information, encourage thinking, stimulate curiosity and help students to question on their own.

Element 3. Candidates employ discussion and conferencing for a variety of purposes to suit the needs of students.

Element 4. Candidates emphasize the effective use of research in a mass media setting and help students understand their unique role as disseminators of information and their rights as journalists and media consumers.

Standard 5. Candidates plan instruction and design assessments that promote learning for all students.

Element 1. Candidates understand key principles of journalism curriculum development, instruction, and assessment.

Element 2. Candidates design a journalism curriculum that is student-centered and covers multiple facets of journalistic storytelling and visual communication to help frame journalism as a unique discipline and profession.

Element 3. Candidates select appropriate textbooks and teaching materials for classroom use and implement a variety of effective instructional strategies to help students become active scholastic journalists.

Element 4. Candidates use appropriate professional and scholastic media legal and ethical policies and practices and ensure that students understand media's role in a democracy and their part in its preservation.

Standard 6. Candidates employ classroom and publication staff organizational models that encourage student engagement, creativity, and responsibility.

Element 1. Candidates structure course and publication experiences that emphasize process over product and help students understand their roles as informational gatekeepers in school-based media, and their rights and responsibilities as journalists.

Element 2. Candidates employ a variety of effective instructional strategies in student media production that help students become scholastic journalists, provide leadership training, and offer lessons in fiscal responsibility, conflict resolution and time management.

Element 3. Candidates organize course and publication staff operating principles that are in accordance with law and ethics as they relate to scholastic media, encourage students to take creative risks, and establish production schedules that approximate the practices of professional journalists.

Element 4. Candidates provide students with opportunities to use technology (including computers, mobile media devices, cameras, the Internet, etc.) as production tools; use text, graphics, photography, radio, television, and new media to emphasize a range of story-telling possibilities; and use creative approaches to information design and packaging for student media.

Standard 7. Candidates employ current, research-based methods of assessing student learning.

Element 1. Candidates employ multiple assessment strategies for reading, writing, speaking, listening, viewing, and designing products.

Element 2. Candidates decide the appropriate time to use each type of assessment, how to interpret assessment results, how to use those results to promote student learning, and how to convey assessment data to students, parents, and administrators.

Element 3. Candidates respond effectively and constructively on an ongoing basis to students' work.

Element 4. Candidates help students learn to assess their own growth through creation of career portfolios of their work, publications, photography, and new media.

~~Through the courses identified in its plan, the institution should prepare prospective teachers to:~~

- ~~A. Direct and coordinate curricular and co-curricular activities in journalism and mass communications.~~
- ~~B. Demonstrate an understanding of journalism and mass communications management and budgeting skills.~~
- ~~C. Demonstrate the skills needed to research and analyze information.~~
- ~~D. Demonstrate an understanding of the strategies of writing and speaking for journalism and mass communications purposes.~~
- ~~E. Demonstrate the ability to use current technologies in the preparation and production of newspapers, yearbooks, and magazines, as well as the related forms of mass communications, including:
 - ~~1. advertising, sales and marketing;~~
 - ~~2. broadcast journalism;~~
 - ~~3. graphic arts and multimedia design and production;~~
 - ~~4. photojournalism; and~~
 - ~~5. public relations.~~~~
- ~~F. Demonstrate knowledge and understanding of the range and influence of journalism and mass communications technology in contemporary culture, including being able to:
 - ~~1. demonstrate knowledge of the history and current trends of journalism and mass communications;~~
 - ~~2. demonstrate an understanding of the influence of media on culture and on people's actions and communication;~~
 - ~~3. display an understanding of the role of technology in journalism and mass communications;~~
 - ~~4. demonstrate knowledge of the law as it applies to journalism and mass communications, including scholastic journalism; and~~
 - ~~5. demonstrate knowledge of free and responsible journalism and mass communications practices.~~~~
- ~~G. Demonstrate methods of integrating written and spoken communication in career preparation.~~
- ~~H. Demonstrate an understanding of and the ability to apply interpersonal and organizational communication skills related to journalism and mass communications.~~